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# EDUCATION WEEK

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## Governor Seeks Major Revisions In Chicago Bill

### *But Angry Lawmakers Could Kill Overhaul*

**By William Snider**

The fragile consensus that has kept alive a proposed overhaul of the Chicago public schools was jarred last week, as Gov. James Thompson of Illinois made good on his promise to seek changes that are staunchly opposed by key participants in the debate.

Mr. Thompson's action raised the possibility that the massive reform bill could die, a victim of the ongoing battle between the Republican Governor and the Democratic-controlled legislature.

The bill "may very well die in November," when the legislature meets for a brief veto-override session, said Senator Arthur Berman, chairman of the education committee.

In an 18-page amendatory veto message, the Governor requested numerous alterations in the bill approved by lawmakers this summer. But two changes in particular have raised the ire of political leaders who scuttled an earlier version of the measure.

The first change would give the Governor an equal voice with Chicago's mayor in naming a seven-member oversight commission that will have broad powers to impose financial sanctions on the Chicago district if it fails to implement reforms.

This proposal is vehemently opposed by Chicago's black legislators, who view it as an attempt to wrest control from local

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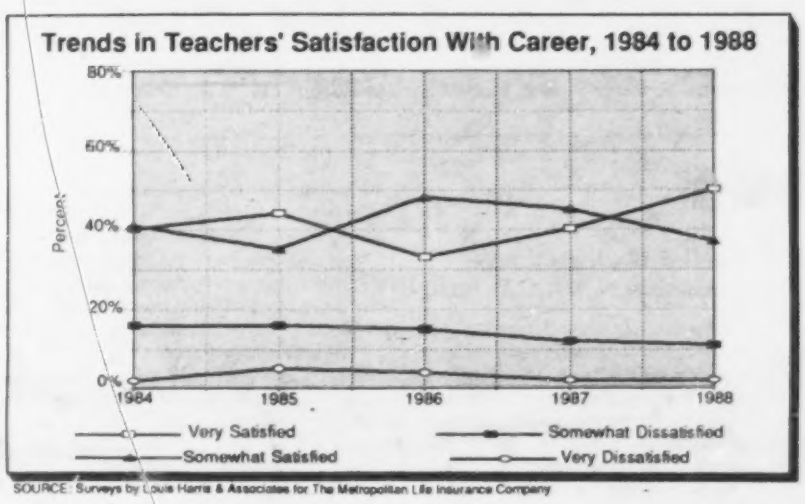
Matt Ferguson

**Gov. James M. Thompson shares a pen at last week's veto-signing ceremony at Chicago's Lane Technical High School.**




SOURCE: Surveys by Louis Harris & Associates for The Metropolitan Life Insurance Company

## Chiefs' Unit Sets Broader Approach For States on Young's 'Basic Needs'

**By Deborah L. Gold**

WILLIAMSBURG, VA.—A study commission of the Council of Chief State School Officers drafted recommendations here last week urging states to provide a wide range of services, beginning at birth, for children at risk of school failure.

The commission, which includes deputy superintendents and other state education officials, proposed that states offer children from birth to age 8 "a continuum of services," including parent education, child care, "developmentally appropriate" education, health, and social services.

Resources would initially be focused on at-risk children and their parents, but the group proposed that efforts be expanded eventually to offer "universal access" for all families.

"We know that children cannot extract from our schools the best that we presently stand to offer unless other basic needs are met," says the draft of a guide for state action in providing early-childhood and parent-education services prepared by council staff members.

The commission is refining the guide to present with its recommendations at the council's annual meeting in Indianapolis next month.

In recent months, business leaders, policy analysts, and child-welfare groups have increasingly emphasized the importance of early-childhood programs in reducing the

*Continued on Page 14*

## In Teacher Poll, Minorities Show Signs of Distress

### *41% Say They Will Quit Within 5 Years*

**By Lisa Jennings**

WASHINGTON—Minority teachers are not as satisfied with their careers as other teachers, according to a national survey, and many say they will leave the profession within the next five years.

Other findings from the 1988 Survey of the American Teacher, which has been conducted annually since 1984 by the Metropolitan Life Insurance Company, show discrepancies between the views of teachers and students on such problem areas as school violence, but present a generally positive picture of student-teacher relationships.

The report on the survey, "Strengthening the Relationship Between Teachers and Students," was released last week. It is the first in the series to include student responses and the first to specifically target the attitudes of minority teachers.

Over all, 50 percent of the 1,208 teachers surveyed said they were "very satisfied" with teaching as a career, up from 40 percent who described themselves that way in last year's poll.

But black and Hispanic teachers, who currently make up about 11 percent of the teaching force, were much more likely, according to the report, to see themselves as leaving the profession.

Of the 300 minority teachers surveyed,

*Continued on Page 23*

## Goal-Setting National 'Blueprint' Is Urged To Stem the Decline in Science Proficiency

**By Robert Rothman**

WASHINGTON—Science educators and members of the Congress last week called for a clearer national "blueprint" for reversing the low levels of science achievement documented by a recent student assessment.

The leaders outlined here a proposed national policy that would provide "focused programs and clear goals" in science education.

Their action came a week after the National Assesament of Educational Progress released a report concluding that the majority of U.S. high-school students "are poorly equipped for informed citizenship and productive performance in the workplace, let alone postsecondary studies in science."

The results of NAEP's nationwide test of students in grades 3, 7, and 11 indicate that "science and technology education has simply become less than a girder in the educational infrastructure," said Representative Thomas C. Sawyer, Democrat of Ohio.

He was joined at a Capitol Hill briefing on the proposed policy initiative by another Ohio Democrat, Senator John Glenn, and by Representative Bill Green, Republican of New York.

John M. Fowler, director of the Triangle

*Continued on Page 21*

## More Diploma Mills, Degree Recipients Netted in 'Dipscam'

**By Lisa Jennings**

The operator of three bogus "diploma mills" was sentenced before a federal judge in Charlotte, N.C., last week, in the latest development in the Federal Bureau of Investigation's ongoing "dipscam" investigation.

Court documents released at the sentencing revealed the names of 292 "students" who had applied and paid for mail-order degrees—100 of them in education—from the fake institutions.

Only 21 of the students who applied for degrees in education did not list foreign addresses, according to the documents. The rest were listed as residents of a variety of countries, primarily Venezuela and Saudi Arabia.

Federal investigators attributed the shift in the population of mail-order students to the F.B.I.'s crackdown on the diploma mills, which has forced them to focus more on overseas markets by

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In Massachusetts, towns uneasily discuss school role in emergency plans.
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**Boosting Technology**
As E.D. completed its Star Schools list, others probed how to lift 'barriers'.
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More and better instruction is needed, a panel of eminent scholars has concluded.
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**The Drought Hits Schools**
Revenue shortfalls have put some schools as well as the family farm in jeopardy.
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State education agencies need to push harder to overcome legal and procedural obstacles to the fuller use of modern technology in the classroom, a meeting of experts has concluded. **Page 5.**

**Texas Health-Insurance Dispute**
The collapse of a health-insurance trust fund has left many teachers with heavy medical bills, prompting the state union to bring suit against the districts that set up the program. **Page 6.**

**Good Times for Colleges**
Despite fears that the declining numbers of college-age students would trim enrollments, most colleges and universities have more than held their own, according to a new survey. **Page 9.**

**Kentucky School-Aid Overhaul**
A judicially appointed advisory panel has issued a report calling on Kentucky to equalize spending among school districts, revise its tax system, and boost its share of school revenues. **Page 10.**

**Supreme Court Term Opens**
Justice Anthony M. Kennedy may be the crucial swing vote in several upcoming education-related cases, including ones on affirmative action and the scope of federal civil-rights laws. **Page 18.**

**'CAT Scan' for Education**
A new Education Department report suggests ways that states could improve their systems for holding schools and districts accountable for the performance of their students. **Page 18.**

**Ignoring the Neediest?**
Critics of the Job Training Partnership Act say it has allowed states and local program sponsors to shortchange those young people who are most in need of employment skills. **Page 19.**


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# ACROSS THE NATION

## NATIONAL

### Student Experiments Are Bound for Outer Space

While schoolchildren across the country watched last Thursday, the science experiments of two students were carried aloft with the space shuttle Discovery, as part of the National Aeronautics and Space Administration's "Space Shuttle Student Involvement Program."

The projects are the work of Richard Cavoli of Marlboro, N.Y., and Lloyd C. Bruce of St. Louis, both now 24 years old. The two were high-school students when NASA first chose their projects to go into space with the ill-fated Challenger mission in January 1986.

Mr. Cavoli, a graduate of Marlboro Central High School and currently a medical student at the State University of New York at Buffalo, will use the weightless environment of space to test whether larger, purer lead iodide crystals—used in X-rays—can be grown on a semipermeable membrane.

Mr. Bruce, a graduate of Summer High School in St. Louis and now a senior at the University of Missouri, wants to test the possible benefits of weightlessness in the creation of lighter, stronger titanium alloys, which could be used in airplane engines.

## STATES

### Still Too Few Black Educators, Says Mississippi N.A.A.C.P. Study

Blacks continue to be underrepresented in the teaching and administrative ranks of Mississippi's public schools, according to a new study by the state chapter of the National Association for the Advancement of Colored People.

Although some 54 percent of the state's public-school students are black, two-thirds of teachers are white, a survey returned by more than 130 of the state's 154 school districts indicated.

In addition, the survey found, only 22 superintendents are black, even though some 80 districts have student populations that are more than two-thirds black.

N.A.A.C.P. officials have asked Gov. Ray Mabus and Richard Boyd, the state's superintendent of schools, to meet with them about ways to eliminate the disparities.

State officials have not decided whether they will agree to the proposed meeting, according to Andy Mullins, a spokesman for the department of education.

"We have known that was a problem for a number of years and are trying to come up with ways to get more blacks into education," he said.

### English Classes in Arizona Bursting with Immigrant Students

English classes for Spanish-speaking adults are jammed and hundreds of applicants are being turned away from the programs because funds have run out, Arizona officials said last week.

"Where classes were normally 25 to 30 students, we have had as many as 94 in one classroom," said Gary A. Eyre, state director of adult education. In several areas, there are waiting lists to get into English and basic-skills classes.

The surge is attributed to the 1986 Immigration Reform and Control Act, which granted amnesty to resident illegal aliens but required them to show a basic knowledge of English within two and a half years.

"We're just about at the saturation point," Mr. Eyre said. "You can't have a teacher-student ratio of 1 to 90 and have a successful program."

The education department plans to ask the legislature to double the $1 million currently available for adult education. The program also receives $1.2 million in federal funds.

Mr. Eyre predicts that demand will be even higher next year, when the deadline for English proficiency begins to take effect. "We probably are serving only 10 percent of the need that's out there," he said.

■ **Missouri school districts will have greater flexibility in designing their own testing programs,** under a proposal approved by the state board of education.

The change would eliminate some of the specific criteria used by the state in reviewing exams developed by districts that choose not to use a state-developed test. Officials said they were responding to complaints about the restrictiveness of the current rules from local school officials and legislators.

The vast majority of districts have met a new testing requirement by using the state-developed Missouri Mastery and Achievement Tests.

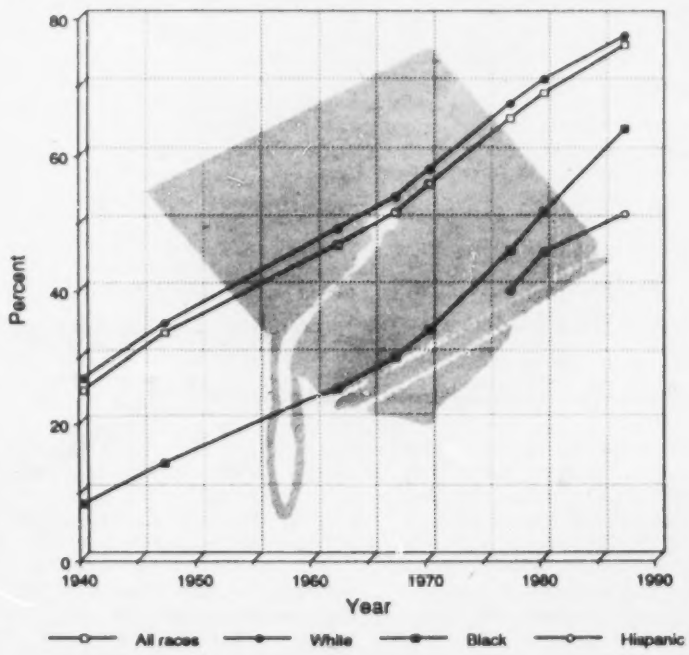
■ **Only 11 percent of Minnesota public schools provide federally subsidized breakfasts,** according to a new study.

The Minnesota Food Education and Resource Center also found that many students come to school hungry. Its survey of more than 5,300 children who attend elementary schools that do not participate in the program revealed that about one-sixth come to school without having had breakfast.

The report called on the legislature to require schools to offer breakfasts if more than 10 percent of their students are eligible for free or reduced-price lunches.

## DIMENSIONS

### More Mortarboards Than Ever




The proportion of American adults who are high-school graduates continues to climb, according to a new Census Bureau study. In 1987, 76 percent of those 25 and older were high-school graduates—an increase of 1 percent from 1986 and fully three times the level of 1940.

Although whites are still more likely than members of minority groups to hold high-school diplomas, the bureau reported, the gap between whites and blacks has narrowed considerably in recent decades.

The percentage of adults with a college degree reached a record 20 percent.

Copies of the report, "Educational Attainment in the United States: March 1987 and 1986" (Series P-20, No. 428), are available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

## DISTRICTS

### School Officials Investigate Alleged Cluster of Cancer Cases

Officials are conducting a series of environmental tests at a Florida high school in the wake of allegations by the teachers' union that an unusual number of employees have developed cancer.

The union began pushing for tests following the recent cancer deaths of two for-

# History Instruction Is 'In Crisis,' Panel Says

By Robert Rothman

WASHINGTON—A panel of prominent historians and history teachers last week judged their subject area to be "in crisis" and urged schools to substantially boost both the quantity and quality of instruction in the field.

History is the "required body of knowledge for the 'profession of citizenship,'" said Paul A. Gagnon, principal investigator for the group, known as the Bradley Commission on History in Schools. "We should stop pretending we are educating citizens when we really are not."

"Whenever the basic curriculum of history is shrunken or half-full," the University of Massachusetts at Boston professor added, "schools are violating students' right to know, and democracy is betrayed."

The report the commission released here cites survey results showing that many states do not require history for high-school graduation or for certification as a social-studies teacher. It proposes that history instruction be required for all students, and that the time devoted to it be expanded, particularly in the early grades.

In addition, the panel members urged that teachers be given more authority to develop curricula and select textbooks, and that university history departments assume greater responsibility for what goes on in the schools by writing textbooks and improving their teaching of prospective schoolteachers.

But the proposals will only be effective, said Claudia Hoone, a commissioner who teaches 4th grade at Public School #58 in Indianapolis, if teachers "become policymakers" and improve their instructional methods in ways that make history exciting for all students.

"That's the only way reform will be firmly rooted in reality," she said.

### Implications for Democracy

The panel, which included some of the leading scholars in the field—among them C. Vann Woodward of Yale University, William H. McNeill of the University of Chicago, and Gorden A. Craig of Stanford University—was formed last year by the Educational Excellence Network with a grant from the Lynde and Harry Bradley Foundation.

The group, which met four times over the past year, last spring adopted a set of resolutions that form the basis of the report issued last week. The panel also plans to issue a book-length report next year.

The commission found that the quantity and quality of history instruction has waned over the last few years.

"While other social-science disciplines and many new fields, such as sex and health education, driver education, and computer education, have expanded their roles in the curriculum," the report states, "the number of required courses in history has declined."

"Currently," it adds, "15 percent of our students do not take any American history in high school, and 50 percent do not study world history or Western civilization."

These findings have grave implications for the future of the American political system, said Kenneth T. Jackson, the commission's chairman.

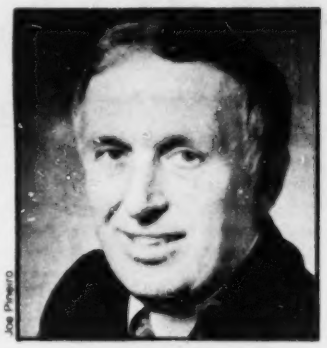
"Is it any wonder voting participation is the lowest of any democracy and is falling?" asked Mr. Jackson, the Mellon Professor of History and Social Sciences at Columbia University.

### Variety of Methods, Sources

To reverse these trends, the panel proposed strengthening the teaching of history at every level.

But rather than mandate a single curriculum, the commission proposed several alternatives, so that curriculum planners could choose one that best reflected their own goals and circumstances.

In addition, it suggested a variety of themes and methods, and urged teachers to employ a wide range of source materials and topics. "History, by its nature, is an interdisciplinary subject," the report states. "It should never be reduced to a thin recital of successive dates and facts."



Joe Pineiro

*"Is it any wonder voting participation [in the United States] is the lowest of any democracy?"*

— Kenneth T. Jackson

### 'Inherent Drama'

For the elementary grades, the commission recommended that schools depart substantially from current practice.

The K-6 social-studies curriculum, the panel said, should shift from the current "expanding environments" model—in which children study, in sequence, themselves, their families, their communities, their state, their nation, and then the world—to a "history centered" curriculum.

"The inherent drama of historical events is something kids can understand," said Diane Ravitch, professor of history and education at Columbia University's Teachers College. "They are not getting it in their social-studies classes."

Currently, she said, "they hear dramatic stories about how milk gets to the table."

In grades 7-12, the panel recommended at least four years of history, including two of American history and two of Western and world history.

The additional time could result in better textbooks, according to Mr. Gagnon, who has conducted two studies of history texts for the American Federation of Teachers. History books have suffered from the inclusion of too many facts in too little space, he explained.

"Authors and publishers who produce books that cover in one year history from the Mayans to moon landings, from pre-history to perestroika, face an impossible task," he said. "With a revision of the curriculum, textbooks can be a whole lot more effective than they are."

### 'Follow-Up'

Leaders of social-studies and history organizations generally praised the commission's report, and said that the panel members' prestige would help ensure that its recommendations are carefully considered.

Louis Harlan, president-elect of both the American Historical Association and the Organization of American Historians, said the report "not only alerts us to the crisis, but presents concrete proposals to deal with it."

He added that the report "needs a follow-up" and said he would "do what I can to involve college-level and public historians in the job."

Donald H. Bragaw, co-chairman of the National Commission on Social Studies in Schools, said the report would be useful in states and districts that choose to devote greater attention to history.

But, he added, "society has not released us from the responsibility of teaching about government, political science," and other topics currently taught under the rubric of social studies.

Copies of the commission's report, "Building a History Curriculum," are available for $3 each from the Educational Excellence Network, 1112 16th Street N.W., Suite 500, Washington, D.C. 20036.

## States' High-School Graduation Requirements in the Social Studies

| | |
|---|---|
| **Alabama** | 1 sem. Alabama history; 1 yr. U.S. history; 1 yr. world history for "technical diploma"; 1 sem. U.S. government; 1 sem. economics. |
| **Alaska** | 3 yrs. social studies; local districts determine exact courses offered; possible, though not probable, for a student to graduate without studying history (state, U.S., or world). |
| **Arizona** | World history/world geography required in 1991; 1 yr. American and Arizona history; 1 yr. American and Arizona constitutions and government; ½ unit "free enterprise" education. |
| **Arkansas** | 1 yr. U.S. history. |
| **California** | 3 yrs: 1 yr. world history, culture, and geography; 1 yr. U.S. history and geography; 1 sem. American government and civics; 1 sem. economics. |
| **Colorado** | 3 yrs: 1 yr. U.S. history to include history, government, Constitution, geography, economics, and cultures of the U.S.; 1 yr. world history/global studies to include history, government, geography, economics, and cultures of the world; 1 sem. U.S. government; 1 sem. elective. |
| **Connecticut** | 3 yrs. social studies beginning 1988; U.S. history required. |
| **Delaware** | 3 yrs.: 1 yr. introduction to the social studies; 1 yr. U.S. history with emphasis on 20th-century and contemporary problems; 1 yr. Problems of Democracy or electives. |
| **District of Columbia** | 1 sem. D.C. history and government, grade 9; 1 yr. U.S. history, (Reconstruction to the present) grade 11; 1 sem. U.S. government, grade 12. |
| **Florida** | 3 yrs.: 1 yr. American history; 1 sem. American government; 1 sem. economics; 1 yr. world history (to include 30 hours of Americanism versus Communism). |
| **Georgia** | 3 yrs.: 1 yr. U.S. history and government; 1 sem. citizenship; 1 sem. economics; 1 yr. world studies (may be taken from world geography or world history, but since Board of Regents requires world history most students take it for entrance to public college). |
| **Hawaii** | 4 yrs.: 1 yr. world history and culture; 1 yr. U.S. history and government; 1 sem. modern history of Hawaii; 3 sems. electives. |
| **Idaho** | 1 yr. U.S. history, grade 11. |
| **Illinois** | 2 yrs.: 1 must be U.S. history or combination of U.S. history and American government; other is a social-science elective; must pass proficiency test in consumer education. |
| **Indiana** | 1 yr. U.S. history; 1 yr. U.S. government, or 1 sem. government and 1 sem. of a citizenship course, to include study of Indiana and U.S. constitutions. |
| **Iowa** | 4 yrs., including 1 yr. American history and 1 sem. government; others are electives. |
| **Kansas** | 1 yr. U.S. history, 1 sem. U.S. government, and 1½ yrs additional social studies (beginning in 1988). |
| **Kentucky** | 2 yrs., including 1 yr. of U.S. history. |
| **Louisiana** | 3 yrs.: 1 yr. American history; 1 yr. world history, world geography, or western civilization; 1 sem. civics; 1 sem. "free enterprise" education. |
| **Maine** | 1 sem. Maine studies, 1 yr. American history, and 1 sem. elective social studies. |
| **Maryland** | 3 yrs., including 1 yr. of U.S. history. |
| **Massachusetts** | U.S. history and government, including Massachusetts history. |
| **Michigan** | 1 sem. civics. |
| **Minnesota** | 2 yrs.: Studies of America (including American history) and Contemporary World Problems. |
| **Mississippi** | 2 yrs.: 1 yr. U.S. history 1877 to present, 1 sem. U.S. government, and 1 sem. Mississippi state and local government. |
| **Missouri** | 1 yr., including American history and institutions; U.S. and Missouri constitutions. |
| **Montana** | 1 yr. U.S. history and 1 sem. U.S. government. |
| **Nebraska** | State requires only that schools offer 30 units of social studies, including American history. |
| **Nevada** | 1 yr. American history and 1 yr. American government. |
| **New Hampshire** | 2½ yrs., including U.S. and New Hampshire history and government, and ½ yr. basic business and economics education. |
| **New Jersey** | 2 yrs. U.S. history and 1 yr. world history/studies starting in 1988-89. |
| **New Mexico** | 1 yr. U.S. history, 1 sem. civics/government, and 1 sem. elective. |
| **New York** | 4 yrs.: 2 yrs. global studies, grades 9-10; 1 yr. U.S. history and government, grade 11; 1 sem. economics and 1 sem. participation in government, grade 12. |
| **North Carolina** | 1 yr. U.S. history and 1 yr. economics/government. |
| **North Dakota** | 3 yrs., including 1 yr. world history and 1 yr. U.S. history (effective 1986). |
| **Ohio** | ½ yr. each American history and government; 1 other unit social studies. |
| **Oklahoma** | 1 sem. Oklahoma history, 1 sem. world history, and 1 yr. U.S. history. |
| **Oregon** | 1 yr. U.S. history; 1 yr. global studies; 1 sem. government; 1 sem. career development; 1 yr. personal finance and economics. |
| **Pennsylvania** | 3 yrs., including Pennsylvania and U.S. history and government. |
| **Rhode Island** | College-bound: 2 units including history; career-bound: 1 unit U.S. history and government. |
| **South Carolina** | 1 yr. U.S. history and Constitution; 1 sem. American government; 1 sem. economics; 1 yr. electives. |
| **South Dakota** | 3 yrs., including 1 yr. U.S. history, 1 sem. U.S. government, and 1 sem. geography, for 1986 graduates and thereafter (previous, 2 yrs. social studies required). |
| **Tennessee** | 1 yr. American history and 1 sem. economics. |
| **Texas** | 1 yr. U.S. history; 1 yr. world-history studies or world-geography studies; ½ yr. economics; ½ yr. U.S. government. |
| **Utah** | 3 units: 1 sem. World Cultural Geography, grade 8; 1 sem. ancient- and/or modern-world civilization or advanced-placement European history, grade 10; 2 sems. U.S. studies or advanced-placement American history, grade 11; 2 sems. electives. |
| **Vermont** | 3 yrs.: 1 yr. U.S. history, 1 yr. world history or global studies, and 1 yr. from history or social sciences. |
| **Virginia** | 3 yrs.: 1 yr. U.S. government; 1 yr. Virginia and U.S. history; 1 yr. world history or world geography; 1 sem. economics must be offered (but not necessarily taken). |
| **Washington** | 2½ yrs.: 1 yr. U.S. history and government, 1 sem. state history and government, 1 yr. Contemporary World History, Geography, and Problems. |
| **West Virginia** | 3 yrs.: 1 yr. American history, grade 9; 1 yr. world cultures, grade 10 or 11; 1 sem. economics, grade 11 or 12; 1 sem. Contemporary America, grade 11 or 12. |
| **Wisconsin** | 3 yrs.: 1 yr. U.S. history, 1 yr. world history or world geography, and 1 yr. of a social science (must offer political science or government and economics; can offer other social sciences). |
| **Wyoming** | Most local districts require 2 or 3 yrs. of social studies; however state accreditation standards only require that 4 yrs. of social studies be offered: this must include state and national constitutions and study of American "institutions and ideals." |

SOURCE: "Building a History Curriculum," Bradley Commission on History in Schools.